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ABSTRACT

This annotated bibliography contains listings of 17 books on how to state behavioral objectives. Most of the books refer specifically to designing programmed materials, but the procedures and principles apply to general instructional design and evaluation. Books and articles about behavioral objectives are not included. (MBM)

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ANNOTATED BIBLIOGRAPHY OF BOOKS ON HOW TO STATE BEHAVIOURAL OBJECTIVES

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An Annotated Bibliography on "How-to Books" Concerned With Stating Behavioural Objectives

Centre for Learning and Development
McGill University

NOTE: Most of these books refer specifically to designing programmed materials but the procedures and principles apply to general instructional design and evaluation. Books and articles about behavioural objectives are not included.

Brethower, D., et. al. Programmed Learning: A Practicum
Ann Arbor, Michigan: Ann Arbor Publishers, 1965

This programmed textbook gives examples of programmed learning, an overview of stating objectives, writing criterion frames (which are test items for objectives), relating objectives to criterion frames, and testing. The examples and exercises are primarily directed at training problems in industry. Of special relevance to stating objectives are pps. 45-102.

Briggs, L. J. Handbook of Procedures for the Design of Instruction, Pittsburgh: American Institute for Research, 1970.

This monograph presents a set of procedures ("a model") for the design of instruction based upon Gagné's taxonomy. This "self-instructional" handbook would be useful for planners, developers and users of instructional materials either in a one-man authorship situation, or on a large curriculum development project. Of special relevance to stating objectives are pps. 1-46.

Campbell, V. N. and Markle, D. G. Identifying and Formulating Educational Problems. Berkeley, California. Far West Laboratory for Educational Research and Development, 1967.

While not exactly a "how-to" book, this most interesting report describes an attempt to developing effective techniques for identifying educational needs and formulating them as well defined problems. The extraction of good objectives seems more difficult than the more semantic problem of stating objectives behaviorally.

Cohen, Arthur M. Objectives for College Courses. Beverly Hills, California: Glencoe Press, a division of the Macmillan Company, 1970.

This book includes a programmed lesson in objectives writing as well as chapters on: Definitions of Terms, Goals and Objectives In Sequence, Implications of the Process and Criticisms and Caveats. One chapter presents in detail about 100 speciman objectives for various college courses. Appendices include check-lists and a bibliography of articles on behavioral objectives.

Espich, J. E. and Williams, B. Developing Programmed Instructional Materials. Palo Alto: Fearon Publishers, 1967.

Chapter 3 of this book provides an outline of an interesting technique for explicating objectives using a dialogue between subject matter expert and "programmer."

Geis, G. et. al. Designing More Effective College Instruction. Ann Arbor, Michigan: Center for Research on Learning and Teaching, 1970, Units I, II, III, IV (Mimeo).

This self-instructional material is designed specifically for college instructors and teaches techniques for stating behavioral objectives and for moving from behavioral objectives to test items and tests and finally to developing solutions to instructional problems. See especially Units I and II.

Grondlund, N. E. Stating Behavioral Objectives for Classroom Instruction. New York: Macmillan, 1970.

The author explains how to state objectives in behavioral terms and suggests where to get ideas for instructional objectives. Additional suggestions are made concerning how the instructor might use behavioral objectives in measuring student performance. Based on Bloom's taxonomy, the book is aimed primarily at elementary and secondary school teachers.

Kibler, R. J., Barker, L. L., & Miles, D. T. Behavioral Objectives and Instruction, Boston: Allyn and Bacon, 1970.

This book discusses the different types of educational objectives, controversial issues regarding behavioral objectives, the general model of instruction, how to plan objectives, and how to write informational objectives and the influence of behavioral objectives in education. Samples of behavioral objectives are given.

Mager, R. F. Preparing Instructional Objectives. California: Fearon Publishers, 1962.

This book is concerned with the designing usefully stated objectives rather than with selecting them. It is by now the classic book on how to write instructional objectives.

Pipe, P. Practical Programming. New York: Holt, Rinehart and Winston, Inc., 1966.

A short text designed to teach programmed instruction, it has relevance, nevertheless, to general instructional design. See especially Chapter 3. (pps. 18-32)

Popham, W. J., & Baker, E. I. Establishing Instructional Goals. New Jersey: Prentice-Hall, 1970.

This book consists of five self-instructional programs which focus on instructional goals: how to select them, how to state them, and how to establish pupil performance standards for such goals.

Popham, W. J. & Baker, E. I. Systematic Instruction. New Jersey: Prentice-Hall, 1970.

This book is designed primarily for primary and secondary school teachers and covers instruction in general. Chapters 2, 3, 5, and 9 are relevant to the instructor interested in stating behavioral objectives and evaluating his instruction with reference to them.

Rohmlow, H. F. Specifying Useful Instructional Objectives. National Society for Programmed Instruction Journal, 1968, VII, (7), 10-13.

This article describes a four-step routine for objective writing with a special emphasis upon avoiding triviality in writing objectives. The routine consists of: drafting the objective, writing a sample test item for the objective, specifying the principal performance criteria for the objective and specifying the appropriate learning activities.

Taber, J. I., Glaser, R., & Schaefer, H. H. Learning and Programmed Instruction. Reading, Mass.: Addison-Wesley, 1965.

This is a general text on designing instruction with chapters concerning relevant psychological theory, specific design of materials, tryout and research. See especially pps. 3-4 and 62-86.

Trow, C. Behavioral Objectives in Education in Educational Technology. New Jersey: Educational Technology Publications, 1967, VII, (12), 6-10.

This article suggests that behavioral objectives, although properly stated, can be misused: The maxims suggested to avoid the misuses of behavioral objectives include: do not keep the objectives a secret from the students, teach the students how they can learn what is expected, and limit the objectives to things for which student have the necessary prerequisites.

Walbesser, H. Constructing Behavioral Objectives. Bureau of Educational Research and Fields Services, University of Maryland, 1970.

This programmed text shows how to identify and construct behavioral objectives. It is aimed at primary and secondary school level needs.

Yelon, S. L. & Scott, R. O. A Strategy for Writing Objectives. Dubuque: Kendall-Hunt, 1970.

This programmed text is designed to help teacher write behavioral objectives and to select appropriate tests. It is addressed to the problem of writing objectives for college level instruction as well as for lower levels. A variety of uses of instructional objectives are suggested.